



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
May 14, 2014, Part 5

BE IT REMEMBERED THAT on May 14, 2014, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

Paul Lundeen (R), Chairman
Marcia Neal (R), Vice Chairman
Elaine Gantz Berman (D)
Jane Goff (D)
Pam Mazanec (R)
Debora Scheffel (R)
Angelika Schroeder (D)



1 (Gavel banging)

2 (Talking over)

3 CHAIRMAN LUNDEEN: The State Board will come
4 back to order.

5 (Talking over)

6 UNIDENTIFIED VOICE: Okay.

7 CHAIRMAN LUNDEEN: The next item on the
8 agenda is individual Board Member reports on previous or
9 upcoming activities.

10 And then do we have a sign-in sheet for
11 public comment?

12 MS. NEAL: Yeah, she's getting it.

13 CHAIRMAN LUNDEEN: Will follow the Board
14 Reports? So members? Anyone. Dr. Scheffel, please.

15 MS. SCHEFFEL: I don't remember the date, but
16 I had an opportunity sometime in the last two weeks to
17 attend a really great -- I guess it was kind of a panel
18 discussion in St. Vrain at the Skyline High School. It
19 included the superintendent, the Governor, Secretary
20 Duncan, a couple business people from the community, a
21 student, a teacher. Eh, I'm close. And it was about the
22 STEM work that they've been doing in St. Vrain and the
23 STEM school.

24 And honored were quite a number of graduates
25 from the STEM school and all the work that they had done



1 in the laboratory program they have, and it was really
2 inspiring.

3 The, of course, the kids, as always, stole
4 the show. They were really some very, very successful
5 students who are getting their high school diplomas, but
6 they were also really strong in STEM. It was just a
7 really great program.

8 It's a great model. St. Vrain is going to
9 be going one-to-one. Computers, they've had some really
10 great federal grants, which I think is one of the reasons
11 Secretary Duncan was able -- wanted to attend the program.
12 But it was really quite inspiring. And gratifying.

13 And at this point, there are discussions
14 between St. Vrain and IBM and I think the Commissioner
15 about hopefully having a P-TECH school in that district.
16 That would be the first one west of the Mississippi. It
17 would be a huge -- it's a six-year high school, very tech-
18 oriented. It would be a huge thing in tech.

19 CHAIRMAN LUNDEEN: What's that? What's that
20 stand for? Do you know?

21 MS. SCHEFFEL: Robert, do you know?

22 MR. HAMMOND: My mind's not functioning.

23 (Laughter)

24 MS. NEAL: Nobody knows.

25 MR. HAMMOND: I don't know that allegory.



1 CHAIRMAN LUNDEEN: I'll Google it later.

2 MS. SCHEFFEL: I don't know either.

3 MR. HAMMOND: I can't -- I did know, but I
4 can't recall.

5 MS. SCHEFFEL: P-TECH. I don't know if it's
6 an acronym.

7 MR. HAMMOND: P-TECH High.

8 MS. SCHEFFEL: P-TECH High School. It's a --

9 CHAIRMAN LUNDEEN: But it's a six-year
10 program.

11 MS. SCHEFFEL: It's a six-year program. Has
12 a lot of technology. A lot of training. It is in
13 partnership with IBM and other parts of the country.
14 There's at least one in New York that's been in the press,
15 the TV press, pretty extensively. But it's a great
16 program. Thanks.

17 CHAIRMAN LUNDEEN: End of report?

18 MS. SCHEFFEL: End of report.

19 CHAIRMAN LUNDEEN: Excellent. Elaine?

20 Waives me off. Anyone down this way? Individual Board
21 Member reports? Jane, please.

22 MS. GOFF: Yes. Related to that, I spent a
23 Saturday morning watching the first ever U.S. House app
24 contest. (Chuckles) The U.S. House of -- several of the
25 Congressional representative delegation sponsored a



1 competition for high schools STEM. These two competitors
2 were from STEM programs. One was Northglenn High School
3 in Thornton. Northglenn. And the other was Westminster
4 High School in Adams 50.

5 So the two teams competed, and they were
6 presenting their designs and their apps to a panel of
7 experts. Northglenn High School ended up prevailing as
8 the winner. So we'll such have a -- their app will be
9 posted on the U.S. House website for you year. So it was
10 great to interact with those students and their teachers.
11 And they were talking a lot afterwards about the school
12 day and kind of the normal run for these students within a
13 STEM program that is very well and naturally taken for
14 granted in a good way. Integrated with the rest of the
15 school program.

16 These kids also study arts along with their
17 sciences and their math and their engineering programs.
18 And that was delightful to watch them be awarded.

19 I also, along with Dr. Asp, and Dr. Melissa
20 Colman, spent a wonderful lunch with our Deputy Japanese
21 Consul, who is based in the Denver area. And we talked a
22 lot about general things. He was -- we met him last year.
23 He was -- he visited us about a year ago as well. In the
24 interest of learning more about the education programs and
25 systems in Colorado. How we might continue to interact,



1 connect, compare notes a little bit, keep up with each
2 other about what's going on.

3 Not a lot of talk about international
4 anything. Comparisons. We talked mostly about Colorado
5 and what is going on here and the Japanese interest in
6 maintaining the friendship and the partnership and the
7 alliance, so to speak, for young people in their
8 schooling. That's existed for decades between our two
9 countries. So that was delightful.

10 And it was a traditional Japanese lunch. We
11 were treated very well. And it was it was great. It was
12 a good experience. So those are my highlights.

13 In a little bit, and after we're finished
14 here maybe this evening, I will talk to Board Members
15 about the possibility of considering a nomination from our
16 Board for one of the awards that NASBE will be giving out
17 later this year around policy leaders, Colorado policy
18 leaders of the year nominees. We will talk about that on
19 the offline time. (Chuckles)

20 So I just wanted to give you a heads up about
21 that.

22 CHAIRMAN LUNDEEN: Excellent.

23 MS. GOFF: Okay.

24 CHAIRMAN LUNDEEN: Thank you much. Other
25 Board Member reports? None? Excellent.



1 Well, then we'll move on to public comment.
2 And we are very pleased to be able to have public comments
3 so far away from Denver. It's nice to hear some voices.
4 I know many people traveled. But hopefully, we're hearing
5 some voices, and I spoke to some folks here I think are a
6 little more local.

7 Our ground rules are three minutes to
8 present. I've got a little timer that will clang when you
9 get to the end of three minutes. Certainly take the time
10 to finish your thought. Finish your sentence, but don't
11 start a new thought or new paragraph, if you would please.

12 We'll call names up in the order that they've
13 signed up. And then we'll kind of sweep the room to make
14 sure that anybody who didn't get a chance to sign up has
15 an opportunity to speak. The first person is David Cox.
16 And it says for Congress. Please, if you would, identify
17 where you're from. And if you're speaking on behalf of an
18 organization, identify that. If you're speaking on behalf
19 of yourself -- yeah, that would be fine right there --
20 please state that as well. Mr. Cox?

21 MR. COX: Hey, good afternoon. My name is
22 David Cox, and I am a candidate for the Third
23 Congressional District. And what I'm addressing today is
24 pertinent to Common Core. I think that that's why quite a
25 few folks are here.



1 And what I'd like to state is that Common
2 Core is an example of the overreach of the federal
3 government, the unconstitutional, unlawful, and, you know,
4 truly criminal relationship. Expansion of their power in
5 the States.

6 And the reason that it is allowed, and the
7 reason that we tolerate this expansion of power into our
8 sphere of influence and what belongs here in the state of
9 Colorado, not in Washington, D.C., is because they have
10 money. Now, we know that the school districts need money,
11 and that they are beholden to the interests that control
12 that money when those interests offer the money up.

13 So the federal government has taken action
14 through Common Core and through No Child Left Behind and
15 through the Department of Education at the federal level
16 to control education and to manipulate the process. This
17 is, in fact, a dramatic, destructive element to local
18 education control. To parents, to teachers, to
19 administrations in the schools here at the local level.

20 So I'm just -- I am raising my voice and
21 speaking out against this process of -- I would call it,
22 you know, bastardization of what distributed powers give
23 us and define in our Constitutional Republic.

24 So if I can encourage this Board to continue,
25 I know that you guys took action recently to oppose



1 testing standards from the federal government. And I
2 applaud you for that. So anything you guys can do to
3 remove the stranglehold of federal control over our
4 education system is a huge help to education and into our
5 families in our community. So thank you very much.

6 CHAIRMAN LUNDEEN: Mr. Cox, thank you very
7 much. Barbara Hewlett. And again, if you would identify
8 on behalf of whom you're speaking, and if just as an
9 individual, that's great as well. Just let us know.

10 MS. HEWLETT: Barbara Hewlett, individual.
11 And I'm going to regress to the last time I saw you guys,
12 and that was in January, right before our Mom's Bill was
13 being read. And I had the opportunity to be with my
14 daughter that day in the Senate. But I want to address
15 some things that have happened since.

16 I want to speak today about the knowledge as
17 citizens that we have. That we know that you all do not
18 vote with the legislators. It is being said over and over
19 again that we think that you all are voting with our
20 legislators. And we know better. We're a little bit
21 smarter than that.

22 We also know that you can support issues.
23 And I appreciate those of you that are sitting on this
24 Board that supported our Mom's Bill, Senate Bill 136. You
25 know who you are. And I want to thank you personally for



1 that support.

2 It is also said over and over again that we
3 have local control. I started with my school district.
4 And I may have said this before in January. I ended up on
5 the steps of my Capitol because there was no local
6 control.

7 The legislature adopted Bills 212 and 191.
8 Through those bills, Common Core was introduced in two
9 subject areas in our state standards. Colorado state
10 standards in two subject areas -- mathematics, English,
11 and language arts. We all know that.

12 I am also told that the locals have control
13 over curriculum. So my question is, if we have control
14 over curriculum, then my school district could decide to
15 have a classical curriculum that would not align with the
16 assessments, that align with Common Core, because everyone
17 is telling me that I still have -- we all have local
18 control. So how does that work?

19 If there is local control, and if my school
20 district decides on a classical education, how will those
21 students do on the assessments that are aligned with
22 Common Core? Then, the teachers are held accountable 50
23 percent on how their students do on the assessment. And I
24 would like that question answered.

25 And along with -- (bell rings) and I



1 understand that you cannot answer questions. But I'm also
2 -- I also recognize that control is coming from D.C. And
3 it is controlling not only our public schools, but our
4 charter schools. Bills 212 and 191 are controlling also
5 charter schools. Thank you.

6 CHAIRMAN LUNDEEN: Thank you, Barbara. Kelly
7 McGuire.

8 MS. MCGUIRE: I'm Kelly McGuire. I'm from
9 Grand Junction. I teach in the area, but I'm speaking as
10 an individual.

11 I want you guys to think about the last time
12 you took PARCC. Did you take PARCC? No. I took CSAP. I
13 was one of the first kids in the state to take CSAP. And
14 I remember hating it and blowing it off. And I got
15 partially proficient.

16 Today, I'm still successful. I hold a
17 master's degree. And many of my students blew off TCAP
18 and PARCC. And my only concern is what are we really
19 measuring with these tests? And what is it really showing
20 us about our students? And I don't think it's showing us
21 very much.

22 CHAIRMAN LUNDEEN: Thank you very much.
23 Anita Stapleton.

24 MS. STAPLETON: Thank you, State School Board
25 President Lundeen and Commissioner Hammond for listening



1 to my concerns. Today, I am submitting into evidence 312
2 letters of opposition to Common Core, totaling to-date
3 2,423.

4 I have concerns regarding the further
5 implementation of the PARCC testing in our state. I would
6 like to know. What are the PARCC spring field test school
7 completion results? Specifically, how many PARCC field
8 test schools successfully administered and uploaded actual
9 completed tests within the testing window? Which schools
10 are these?

11 I am also requesting a copy of the policies
12 and procedures regarding what districts are to do when
13 parents exercise their parental refusal to have -- to
14 students test it. The literature sent out by the CDE, the
15 Myths and Facts sheet, to the superintendents is
16 unacceptable to me. Currently, districts are punt-kicking
17 and telling parents they are handling the situation the
18 way the State tells them to. This is simply not true when
19 districts do extreme opposites of one another.

20 For example, Moffat School District
21 physically banned students from entering the building
22 during the testing days and instructing the mother not to
23 return her student for one week until the testing was
24 completed or over, even making -- on makeup days. Then
25 was threatened with truancy, and the children were marked



1 unexcused.

2 Another mom in Longmont told me she could not
3 bring her students to school at all during test days,
4 whereas in Littleton, a principal allowed a non-testing
5 student to enter the school, go to a separate area, and
6 work on other work until the testing was over, and then
7 integrated back into the classroom.

8 And in my district, my student was allowed to
9 return to school at 10:30 after the testing was over and
10 never was marked absent or unexcused. So the spectrum
11 goes from bullying and threatening behavior to working
12 with the parents.

13 I am asking for a policy, a written policy,
14 that the districts can use as guidance to help with this
15 situation because there will be more civil disobedience
16 and parent refusal this next school year. And I'm just
17 forewarning you to be prepared for that.

18 I am also requesting in writing the clearly
19 defined policy and explanation of what a non-participation
20 zero means, and how it does or does not affect school
21 accountability. I do know principals at different
22 districts have confirmed that the non-participation zero
23 is null and void related to school accountability.
24 However, they also have divulged that what they are
25 concerned about losing is the non -- is the participation



1 points or reward points that are being offered by the CDE
2 if the schools reached 95 percent participation in school
3 testing on the PARCC. These points could be used to go
4 towards getting the school out of their at-risk status.

5 This sounds like another golden carrot (bell
6 rings) that does not have anything to do with student
7 achievement.

8 CHAIRMAN LUNDEEN: Thank you, Anita.

9 Arlicia McGrath. Did I say that right? Is
10 it Arlicia?

11 MS. MCGRATH: You did. (Chuckles)

12 This is my first time being here in this
13 forum. I am a Colorado resident. I am from El Paso
14 County, but I currently reside in Germany.

15 I am a Department of Defense employee with 22
16 years of experience in the early childhood field, 17 years
17 of that working for the United States Air Force.

18 As a concerned citizen of Colorado, I've
19 become educated and concerned about the implementation of
20 Common Core in our state and across the country and in our
21 DOD schools.

22 I'm speaking out today because of my
23 expertise in the field of early childhood development and
24 the implementation of Teaching Strategies GOLD for
25 preschool children in our state. I know that TS GOLD



1 aligns with Common Core standards. I believe that it is
2 not good for children. It's not developmentally
3 appropriate. Rigorous testing and standards for a
4 preschool child, it's just not necessary.

5 As a Department of Defense employee and
6 working in early childhood, we are mandated by public law
7 to be accredited. The government, the U.S. Government,
8 has adopted the National Association for the Education of
9 Young children's standards and criteria. There's almost
10 500 criteria that we have to meet and 10 standards.
11 They're very, very high-quality standards. So I'm very
12 familiar that standards are important when it comes to
13 education.

14 I am just concerned that our country, our
15 state specifically adopting standards for preschool
16 children that are just not developmentally appropriate.
17 I've talked to many military parents, teachers in DOD
18 schools that are very concerned about Common Core coming
19 to that setting. Of course, we're all federal government,
20 so they kind of have to take it.

21 The Air Force child development programs do
22 not have to take it right now, because we are accredited
23 by NAYC.

24 So I just wanted to come and share my
25 concerns. I am on leave for a month. I had the



1 opportunity to come here today and represent my county, El
2 Paso County. And would like some of the things that I
3 have discussed to be taken into consideration when you're
4 thinking about how young children learn, grow, and
5 develop.

6 I'll be honest. I'm kind of ignorant to the
7 elementary school on up. I'm becoming more educated. I
8 do not have children of my own to represent for them. But
9 I am an aunt. And so I am concerned for my nieces and
10 nephews in the state of Colorado and the education that
11 they're going to be receiving or getting now and in the
12 future. Thank you.

13 CHAIRMAN LUNDEEN: Thank you. Rhonda
14 Scroggins.

15 MS. SCROGGINS: Sorry. I didn't print out
16 enough for everybody, so you guys will have to share, just
17 like our students.

18 CHAIRMAN LUNDEEN: (Chuckles)

19 MS. NEAL: We're good at that.

20 MS. SCROGGINS: My name is Rhonda Scroggins.
21 I work at Palisade High School. I'm the Librarian, Tech
22 Rep, NHS advisor, and I am now the PARCC coordinator.

23 We have done the pilot testing there. What I
24 have put in front of you guys is what our fourth quarter
25 will look like next year. Using the data with the



1 computers we have now, with the students that we -- the
2 amount of students that we have, and the school calendar
3 for next year. And from a 40-day -- 40 days of
4 instruction, we go way down to 14 days at times.

5 The front page is actually the library
6 calendar. And you'll notice that there are only two to
7 three days when we are open. And you need to understand
8 at our school that the library is the only place where we
9 have technology that is not being used by a class at all
10 times. So other classes, this is the only place they have
11 to come for technology and resources.

12 On the second -- page 2A, 2B. 2B is just the
13 end of 2A. 3B is the end of 3A. 2A and B, that was
14 taking a Math II class from this year and looking at every
15 student in there. If it's the same class next year, and
16 they went from 40 instructional days to only 22
17 instructional days -- and this was a very small class with
18 only 17 students. If you change just a few of those last
19 names, it goes from 40 instructional days where you have
20 all your kids, to only 14 days where you have all of your
21 students in the class, and there aren't kids out testing.

22 So as you can see, we really are no longer
23 teaching or making available for our students to learn.
24 We're just having the time for them to regurgitate.

25 And I can answer whatever questions you have



1 as of my school. I can't answer for any other school.
2 This is just what it looks like from mine.

3 CHAIRMAN LUNDEEN: Thank you, Rhonda.
4 Barbara Anne Smith, whom I believe is a candidate for this
5 very Board.

6 MS. SMITH: That's right. My name is Dr.
7 Barbara Anne Smith, and I am a candidate for the State
8 Board of Education from the Third Congressional District.
9 And I just want to commend you for coming over here. I
10 just don't think this is the best place, because it's hard
11 for parking for people to come here. It's a lot of
12 walking, and there are better places. And I just would
13 like to see you to come over more. I know I can pack the
14 room with more people.

15 Thank you very much for well, with -- writing
16 a resolution passing a resolution to withdraw from PARCC
17 testing. My question is this. It's not very complicated.
18 Why did you do it? I mean, I know why it needed it. But
19 did you have a study? What prompted you to do that at
20 this particular time?

21 I know you can't answer.

22 CHAIRMAN LUNDEEN: Yeah, our tradition is we
23 just take public comment.

24 MS. SMITH: I would really like to know that.

25 CHAIRMAN LUNDEEN: So we would be glad to



1 hear your thoughts. If you have conclusions you would
2 like to draw, we'd love to hear them.

3 MS. SMITH: Okay. I've read a lot. And I've
4 gone to classes for a couple years on this Common Core.
5 And it just seems to me that you did make the right
6 decision, but it took a long time coming. Did you not
7 have the votes? And we need to do more of educating the
8 public.

9 I'm going to hold June the 3rd at the
10 Bookcliff Country Club, a class on Common Core, everything
11 you wanted to know about it. And Anita Stapleton, who I
12 consider an expert, is going to put it on for me. And
13 we're going to limit it to about 50 people, because I have
14 to pay for lunch or dinner, whatever we're doing.

15 But I'd like to see more of that around the
16 state, because people over here in Mesa County have not
17 really been educated on what Common Core is about, the
18 pros and the cons, so they can make up their own decision.
19 Thank you.

20 CHAIRMAN LUNDEEN: Thank you very much. Anne
21 -- I'm struggling with the last. Is it Conaway?

22 MS. CONAWAY: It is. Thank you for catching
23 the (indiscernible).

24 CHAIRMAN LUNDEEN: I'm not a pharmacist, but
25 I can discern most, and it's actually not that that



1 cluttered, so.

2 MS. CONAWAY: It's okay. Most people forget
3 the middle A, so that's okay. I am Anne Conaway, and I've
4 been teaching high school mathematics for 22 years, 21 of
5 them at Palisade High School.

6 I've been nationally board certified in my
7 field since 1998. I am one of the old dogs in the
8 teaching profession these days. My teaching schedule
9 includes struggling learners, some of them staff, through
10 our special education department. I also teach advanced
11 placement calculus, and I also teach math in our
12 international baccalaureate program.

13 In my spare time, for the past three years,
14 I've been the district content specialist for high school
15 math, but I'm not here in any capacity other than a high
16 school classroom teacher.

17 When I got my first teaching job, I was
18 handed an algebra I -- pre-algebra textbook and an algebra
19 II textbook and said teach. And I modeled everybody else.
20 I opened up to page one, and I started teaching, and where
21 we landed is where we landed. I was a classroom teacher
22 when Colorado first adopted the academic standards. And I
23 fully remember the fear and discomfort the teachers had.
24 I was one of those teachers. We were going to become hold
25 -- held accountable. At the time, we thought those



1 original standards were too rigorous. We're never going
2 to get there. We had very specific questions. What's all
3 that geometry doing in ninth grade?

4 We adjusted. As professionals, we started
5 conversations about what our students need to learn in
6 order to be successful. We talked to each other about
7 curriculum. We moved content to teach to the standards.
8 An agreement was reached about what each course should
9 look like. So students were successful in that course and
10 subsequent courses.

11 Then Colorado revised and raised the original
12 standards. Teachers and districts adjusted. We panicked
13 again, and we adjusted.

14 Now we have revised even more rigorous
15 standards to adjust to. With the Colorado academic
16 standards aligning to the Common Core, we now have access
17 to a growing pool of resources. Teachers from across the
18 country are developing and sharing rich learning
19 activities to help our students understand mathematics.
20 It's a great place to be right now.

21 My advanced placement students are held to
22 high, rigorous, international standards. My I students
23 have high, rigorous, international standards. Why
24 shouldn't the rest of my students be -- have access to
25 high, rigorous, academic standards? Don't all my students



1 deserve the opportunity to show that they can be
2 successful?

3 I'm not in favor of teaching to any test. As
4 long as an assessment mirrors the standards, I can
5 celebrate with my students as we track their growth. I've
6 done that for years on CSAP, and I look forward to doing
7 that on the PARCC test.

8 I was also here when CSAP first started, and
9 it wasn't a pretty for the first four years. I remember
10 the first year that the State provided us with labels for
11 the booklets, and we didn't have to do all the bubbling
12 in. (Bell chimes) That was a huge celebration.

13 In my class today, I got to listen as a
14 struggling learner explained why profit is quadratic and
15 costs are linear and what the intersection of those two
16 graphs meant to that corporation. That was in that word
17 problem. That young lady was proud of herself for
18 understanding the concepts. Rigor, yes. Achievable.
19 Yes. Thank you.

20 CHAIRMAN LUNDEEN: Thank you very much. Matt
21 Dears.

22 MR. DEARS: Thank you. And thank you for
23 coming to western Colorado. It's nice to be here.

24 I am the principal at Palisade High School.
25 I've been in this business for about 28 years as a teacher



1 and a coach and assistant principal. And much of what we
2 as educators and educate students by holding them to high
3 and rigorous academic standards. I'm here to stand by
4 that model.

5 To know we are successful in this, we need to
6 measure our students against the learning of those others
7 in content standards across the state and also across the
8 country. To aim lower, at lower student performance and
9 listen to bar than we currently attain will require our
10 educational system to be and go backwards here in the 21st
11 century. Even though the measurement of these standards
12 is in question, and the effect of this sometimes comes
13 under fire, I'm a firm proponent and the belief that all
14 community members, not just parents and teachers, should
15 know how well each of their students perform against other
16 schools in the city, in the state, or against the country.
17 Then, our teachers and schools could be proud of
18 themselves.

19 A culture of school accountability and
20 measure of quality academic standards has changed our
21 profession. I believe that there's no turning back the
22 calendar and what we should expect our students to know
23 and be able to do. Nor should we regress to previous
24 levels of student expectations. Lessen the quality of
25 that content, academic standards, or performance, and



1 ultimately, they sacrifice student and student success.

2 I'm here today to ask the Board and the
3 professionals to maintain those high standards. Let us
4 continue to implement the new higher academic standards
5 and assessments. And the children of Colorado can meet
6 the bar that we set for them.

7 As a high school principal, I can tell you
8 that we are a PARCC pilot in the state of Colorado. We
9 successfully completed PARCC in math one, math two. Some
10 other schools did math two and math three. I can tell you
11 that we did PARCC again today for English language arts.
12 That test went off without a hitch, you know, and it got
13 done. Now it is a little intrusive. We do have to take
14 time out from resources in the building. Our library gets
15 shut down, computer labs gets shut down. That kind of
16 thing happens. But, you know, those are things that we'll
17 have to adjust with. But there's no ducking the idea that
18 we can dock -- we can shy away from current and content
19 standards in the state of Colorado or the nation.

20 So we need to just keep on doing what we're
21 doing, because students will succeed in our current
22 effort. Thank you.

23 CHAIRMAN LUNDEEN: Thank you. Carla Haas.

24 MS. HAAS: Hi, my name is Carla Hass. I'm in
25 my 21st year of teaching, and I am currently a mathematics



1 teacher at Central High School here in Grand Junction.
2 I've also been the math curriculum specialist for School
3 District 51 for five years before returning to the
4 classroom. I've been working on curriculum in School
5 District 51 for the past nine years. I was honored to be
6 awarded the math leadership award, the first one ever, by
7 the State Colorado Council of Teachers of Mathematics.
8 Thank you.

9 In addition, I am a parent to a middle school
10 and a high school student in District 51. And I represent
11 myself as an individual.

12 Before moving to Grand Junction, I previously
13 taught in the state of Nebraska. At that time, there were
14 no standards or state assessments of any type. The
15 district I taught in was taking on our own task of
16 identifying our central learnings for students in every
17 grade level, in every content area, K through 12.

18 It was a huge undertaking. There was no
19 guidance from the State, and it was up to us to find
20 resources to guide our choices. Our essentials were
21 vastly different from other districts across the state.
22 Our assessments were self-created and self-scored. So
23 they too differed from even our closest neighboring
24 districts. Students who moved from other states and even
25 our own state had differences in what they were learning



1 in math at the same grade level. It was up to me and one
2 other sixth grade teacher to decide what was important for
3 a sixth grade math student to learn. And I was a first-
4 year teacher.

5 When I was hired in Colorado, I was handed a
6 curriculum document based on common standards throughout
7 the state. This was a huge help and guidance for me as a
8 teacher on what students in the state of Colorado are
9 expected to learn it each grade level. It was no longer a
10 guessing game. As the standards are adopted by 44 states,
11 I now know what students outside of Colorado have been
12 taught in math -- in mathematics at each grade level. And
13 the resources available to me and other teachers around
14 the Common Core Standards are countless.

15 The Colorado academic standards which meet or
16 exceed the Common Core State Standards are rigorous. I
17 was one of the folks who has followed the Common Core
18 State Standards since the very first draft, provided
19 comments and feedback every time there has been that
20 opportunity available. And changes happened.

21 The last several years, I've been teaching
22 mostly students who've been historically below proficient
23 on the CSAP and TCAP tests. The material is challenging
24 for them, but attainable, and I am an all of the
25 mathematics they are learning. In order to assess their



1 understanding of this material, we have been able to
2 develop high-level assessments in our math department and
3 within our district, with the help of many available
4 resources that come through the PARCC or that model PARCC.

5 After I visited with other math leaders
6 across the country at the recent (bell rings) conference
7 of the National Council of Teachers of supervisors of
8 mathematics last month, I was so pleased to find that the
9 state of Colorado and that District 51 are leading our way
10 -- leading the way in our work around the Common Core
11 State Standards and PARCC prep preparation. I would ask
12 the Board to support our continued progress by holding
13 strong with our current Colorado academic standards in
14 mathematics.

15 CHAIRMAN LUNDEEN: Thank you, Sonia Simian.

16 MS. SIMIAN: Good afternoon. My name is
17 Sonia Simian. I lead Stand for Children Colorado. We're
18 an education advocacy organization.

19 A few months back, I presented the names of
20 more than 7500 Coloradans who show their support for the
21 higher academic standards that this Board adopted several
22 years ago. We've come to demonstrate once again the
23 growing and overwhelming statewide support for the
24 standards. Our petition is now up to 9668 verified names.

25 We collected these signatures through an



1 online petition that we launched several months ago. And
2 the people who signed the petition, as you can see from
3 the map, come from a wide variety of Colorado zip codes,
4 including several from -- many from Mesa County. Since
5 they signed the petition, these individuals have continued
6 to champion this issue. You may recall several months
7 back receiving several hundred emails from people thanking
8 you for your commitment to raising the academic bar for
9 our students through high standards and aligned
10 assessments. That was just one of several actions that
11 these Coloradans have taken to show policymakers like you
12 that the Colorado academic standards and aligned state
13 assessments are a critical step to fulfilling the goal of
14 giving every student a high-quality education no matter
15 their zip code.

16 Beyond this online petition, we have given
17 voice to several advocates who have spoken to you either
18 today or at past meetings. We're especially excited to be
19 connecting you today with a group of great educators from
20 Mesa County.

21 In working with them, we've learned that
22 there's a strong network of teachers and school leaders in
23 Mesa County who are extremely excited about the standards
24 and assessments. And they see them as a critical tool to
25 help them do their jobs well. They can't take their time



1 away from their students to come to Denver each month. So
2 they're thrilled to have the chance to speak with you
3 today. And because you, as a Board, recognize the need to
4 meet them in their own backyards, we wanted to acknowledge
5 you by doing the same.

6 I hope that the 9600 emails, the names of
7 this petition, the voices that have come forward, serve as
8 a constant reminder of the support that the standards and
9 aligned assessments have across our entire state. And if
10 they don't, rest assured will keep coming back to remind
11 you. Thanks for all you've done.

12 CHAIRMAN LUNDEEN: Thank you. Nola Daily.

13 MS. DAILY: Hi. I'm a school teacher here in

14 --

15 CHAIRMAN LUNDEEN: Go check the button. You
16 got a little green light down there?

17 MS. DAILY: Yep, it's green.

18 CHAIRMAN LUNDEEN: Fire away.

19 MS. DAILY: I teach at it Dos Rios Elementary
20 School, and I teach in the Technology Lab. I was also the
21 coordinator for the state assessment this year for the
22 fourth and fifth graders. And it took a long time. And
23 to do three 80-minute tests for science and social studies
24 was a little overkill for those kids.

25 We are a lower-income school. We have kids



1 there that are the severe needs and the EBD kids that are
2 emotionally behaviorally disturbed, and those kids
3 couldn't do it. And we have teachers that are going to be
4 graded on those in their assessment -- or their
5 evaluations are also in the test scores. And so when you
6 have kids that are not taking the test, because they
7 can't, or they won't, they have those counted against
8 those teachers that are trying so hard and making an
9 effort with those kids. It really is degrading for the
10 kid -- for the teachers.

11 We had several teachers that the kids didn't
12 even attend our schools, and yet, they're still in our
13 roles. So I think that needs to be looked at as to how
14 those tests are being graded. I think the tests were
15 great. That it had a lot of rigor in them. But to have
16 three 80-minute sessions for elementary kids is way too
17 much.

18 And next year, when we go into the math and
19 reading and language arts, that's going to be really a lot
20 of time to take away from those kids. And when you give
21 those kids a test, and they sit there for 80 minutes,
22 they're pretty much done for the rest of the day. So if
23 we could pare down.

24 We also do a Stars test, which gives us
25 immediate feedback and shows growth. And I guess there's



1 one called i-Ready coming up. It then -- that's like
2 test, test, test, test. And I don't know anybody in their
3 occupation that goes through so many tests. Thank you.

4 CHAIRMAN LUNDEEN: Thank you very much. So
5 that's the end of the list of people who have actually
6 signed up. Is there anyone else who has not signed up who
7 would like to speak? I don't see anyone.

8 MR. HAMMOND: Going once, going twice.

9 (Chuckles)

10 CHAIRMAN LUNDEEN: Going once, twice, three
11 times. I think then we will stand in adjournment -- or
12 recess, excuse me, until 9:00 a.m. tomorrow morning.

13 (Gavel bangs)

14 (Meeting adjourned)

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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 30th day of May, 2019.

/s/ Kimberly C. McCright
Kimberly C. McCright
Certified Vendor and Notary Public

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